

LEARNING/BEHAVIOR CHARACTERISTICS SHARED BY STUDENTS WITH LD AND ENGLISH LANGUAGE LEARNERS (ELLs)*

The learning/behavior characteristics listed below are symptoms that might be shared by LD and ELLs, however causal variables may differ. Therefore, serious consideration must be taken when sighting these behaviors as difficulties resulting from a LD rather than from a normal part of the language acquisition process.

Receptive and Expressive Language

- Delayed acquisition
- Difficulties in expression and articulation
- Limited vocabulary
- Comprehension problems
- Difficulty following oral directions
- Poor retention of information
- Unable to rhyme words

Reading

- Poor reading progress
- Reads below grade level
- Confusion in sound/symbol associations
- Poor eye tracking, 1-2-1 correspondence: loses place during reading
- Unable to remember what has been read
- Poor progress in content areas

Written Language

- Spelling below grade level
- Reversed words or letters
- Inconsistent or phonetic spelling
- Poor recall of sequences of syllables
- Poor visual memory
- Difficulty expressing ideas in writing
- Poor grammar and syntax

Mathematics

- Skills below grade level
- Difficulty in remembering processes
- Uses fingers or counting aids

Behaviors

- Limited attention span and poor concentration
- Work may be unrepresentable
- Low frustration tolerance
- Anxious or cries easily
- Poor peer relationships
- Poor eye contact

*Fradd, S.H., McGee, P.L., and D.K. Wilen, "Instructional Assessment: An Integrative Approach to Evaluation Student Performance," Addison-Wesley, 1994; www.eslas.org.